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Ninety telecast outlines are included. The class was broadcasted five mornings a week for 18 weeks. The telecast began with the Romantic period, including Robert Burns, Robert Louis Stevenson, the Lake Poets, Sir Walter Scott, Lamb, Hazlitt, Lord Byron, P.B. Shelley, John Keats, and Jane Austen. Lessons on grammar, spelling, and the first composition assignment were interspersed.

The Victorian period, next considered, included the Brownings, Arnold, Charles Dickens, the Pagan Poets, the Brontes, George Eliot, Gilbert and Carrol, Thomas Hardy, and Rudyard Kipling. Interspersed were three composition lessons and one each on parliamentary procedure and business letters. The Modern period, considered drama, the novel, the short story, the essay, the Irish Renaissance and modern poetry. One additional composition was given, and another lesson was devoted to speech construction. Reading improvement suggestions and a review concluded the course. A list of grammar and literature texts was appended.

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HIGH SCHOOL TELEVISION SERIES

ENGLISH

JUNIOR YEAR

SEMINAR--'63

SECOND SEMESTER

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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BOARD OF EDUCATION
CITY OF CHICAGO

WBBM - TV, CHANNEL 2
CHICAGO, ILLINOIS

HIGH SCHOOL TELEVISION SERIES

ENGLISH - JUNIOR YEAR, SECOND SEMESTER

Seminar '63

WBBM-TV, Channel 2
Chicago, Illinois

BENJAMIN C. WILLIS
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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February, 1963

FOREWORD

Instruction by television is one of the new frontiers in education; the Chicago public schools are proud to present this course in high school junior English. This is our second high school course offered for credit on television. It will enable those persons who, for various reasons, were unable to complete their high school education to continue their studies. If the demand for high school work on television is sufficient, it is entirely possible that a regular series could lead to a high school diploma.

The success of the Chicago City Junior College program on television has been an inspiration to all of us and has encouraged the presentation of this high school course for credit. Grateful appreciation is expressed to WBBM-TV, Channel 2, for donating telecast time and staff to make this new adventure in learning possible, and appreciation is expressed to the teachers who have developed the course of study and who will present the course on television.

BENJAMIN C. WILLIS

General Superintendent of Schools

ACKNOWLEDGMENT

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This guide was prepared by Miss Joan Christine Ganczewski, an English teache at Bowen High School, and Mr. Richard Ronvik, an English teacher at Foreman High School. Miss Ganczewski and Mr. Ronvik will present this television series each morning, Monday through Friday, at 6:30 a.m.

CONTENTS

Schedule of Telecasts	v
List of Grammar Telecasts and Composition Assignments	ix
List of Literature Telecasts	xi
Grammar Texts	xiii
Literature Texts	xiv
Preface to the Student	xv
Telecast Content Guides	1
Bibliography	91

SCHEDULE OF TELECASTS

Week of Course	Telecast Number	Content	Date
1	1	Introduction to the Course	January 28
	2	The Romantic Period--Historical Background	January 29
	3	The Romantic Period--Robert Burns, Poetry and Songs	January 30
	4	Levels of Usage	January 31
	5	Elimination of Substandard Usage	February 1
2	6	The Romantic Period--The Lake Poets, William Wordsworth	February 4
	7	The Romantic Period--The Lake Poets, Samuel Taylor Coleridge	February 5
	8	Elimination of Substandard Usage	February 6
	9	Spelling	February 7
	10	Spelling	February 8
3	11	The Romantic Period--The Minor Romantics	February 11
	12	The Romantic Period--Sir Walter Scott	February 12
	13	The Romantic Period--Lamb and Hazlitt	February 13
	14	History of the Written Language	February 14
	15	Forms of Composition	February 15
4	16	The Romantic Period--The Pure Romantics, Lord Byron	February 18
	17	The Romantic Period--The Pure Romantics, Percy Bysshe Shelley	February 19
	18	The Outline General Information on Compositions First Composition Assignment Due February 28	February 20
	19	The Library	February 21
	20	The Chicago Public Library	February 22

Week of Course	Telecast Number	Content	Date
5	21	The Romantic Period--The Pure Romantics, John Keats	February 25
	22	The Romantic Period--Jane Austen	February 26
	23	Exposition--Development by Detail or Analysis	February 27
	24	Exposition--Development by Detail or Analysis	February 28
	25	Exposition--Development by Detail or Analysis	March 1
6	26	The Victorian Period--Historical Background	March 4
	27	The Victorian Period--The Essayists	March 5
	28	The Victorian Period--Alfred Lord Tennyson	March 6
	29	Development by Example Second Composition Assignment Due March 15	March 7
	30	Discussion of Student Compositions	March 8
7	31	The Victorian Period--The Brownings	March 11
	32	The Victorian Period--Arnold and the Pre-Raphaelites	March 12
	33	Development by Comparison	March 13
	34	Development by Definition	March 14
	35	Development by Definition	March 15
8	36	The Victorian Period--The Pagan Poets	March 18
	37	The Victorian Period--Charles Dickens	March 19
	38	The Report	March 20
	39	The Report--Fact and Opinion Third Composition Assignment Due April 3	March 21
	40	The Report--Conciseness	March 22
9	41	The Victorian Period--The Brontës	March 25
	42	The Victorian Period--George Eliot	March 26
	43	The Victorian Period--Novelists	March 27
	44	The Summary	March 28
	45	Selection of Recreation	March 29
10	46	The Victorian Period--Gilbert and Carroll	April 1
	47	The Victorian Period--The New Reality	April 2
	48	The Victorian Period--Thomas Hardy	April 3
	49	The Review Fourth Composition Assignment Due May 2	April 4

Week of Course	Telecast Number	Content	Date
	50	The Examination	April 5
11	51	The Victorian Period--The Late Victorians	April 8
	52	The Victorian Period--Adventure Fiction	April 9
	53	Discussion of Student Compositions	April 10
	54	Parliamentary Procedure	April 11
	55	A Sample Meeting Run by Parliamentary Procedure	April 12
12	56	The Victorian Period--Rudyard Kipling	April 15
	57	The Modern Period--Historical Background	April 16
	58	Business Letters of Order and Request	April 17
	59	Business Letters of Complaint and Persuasion	April 18
	60	Business Letters of Job Application, Recommendation, and Introduction	April 19
	SPRING VACATION - April 22 to 26		
13	61	The Modern Period--Modern Drama	April 29
	62	The Modern Period--Modern Drama	April 30
	63	The Modern Period--Modern Drama	May 1
	64	Business Letters--Spelling	May 2
	65	Personal Letters--Friendly Letters Fifth Composition Assignment Due May 10	May 3
14	66	The Modern Period--Varied Techniques in the Novel	May 6
	67	The Modern Period--Varied Techniques in the Novel	May 7
	68	The Modern Period--Varied Techniques in the Novel	May 8
	69	Personal Letters--Thanks and Congratulations	May 9
	70	Personal Letters--Apology, Sympathy, Condolence, Invitation, and Reply	May 10
15	71	The Modern Period--Stream-of-Consciousness Novel	May 13
	72	The Modern Period--Critics of the Age	May 14
	73	Discussion of Student Compositions Sixth Composition Assignment Due May 30	May 15
	74	Conversation, Use of the Telephone, and the Interview	May 16
	75	Preparation of a Speech	May 17

Week of Course	Telecast Number	Content	Date
16	76	The Modern Period--The Short Story	May 20
	77	The Modern Period--The Short Story	May 21
	78	The Modern Period--The Short Story	May 22
	79	Delivery of a Speech	May 23
	80	Critical Listening	May 24
17	81	The Modern Period--The Essay	May 27
	82	The Modern Period--The Essay	May 28
	83	Reading Improvement--General Comments and Skimming	May 29
	84	Reading Improvement--Reading to Remember	May 30
	85	Reading Improvement--Vocabulary Development	May 31
18	86	The Modern Period--The Irish Renaissance	June 3
	87	The Modern Period--Poetry	June 4
	88	The Modern Period--Poetry	June 5
	89	Reading Improvement--Vocabulary Development	June 6
	90	Course Review	June 7

LIST OF GRAMMAR TELECASTS AND COMPOSITION ASSIGNMENTS

	Telecast and Page Number
I. Language mechanics	
A. Usage	4,5, 8
B. Spelling	9,10
II. Expository writing	
A. History of the written language	14
B. Forms of composition	15
C. The outline	18
D. The library	19,20
E. Exposition	
1. Development by detail or analysis	23,25
2. Development by example	29
3. Development by comparison	33
4. Development by definition	34,35
5. The report	38
a. Fact and opinion	39
b. Conciseness	40
6. The summary	44
F. The review	49
G. The examination	50
H. Discussion of student compositions	30, 53, 73
III. Speaking and listening	
A. Selection of recreation	45
B. Parliamentary procedure	54,55
C. Speech	
1. Conversation, use of the telephone, the interview	74
2. Preparation of a speech	75
3. Delivery of a speech	79
D. Critical listening	80

	Telecast and Page Number
IV. Letters	
A. Business letters	
1. Letters of order and request	58
2. Letters of complaint and persuasion	59
3. Letters of job application, recommendation, and introduction	60
4. Spelling	64
B. Personal letters	
1. Friendly letters	65
2. Thanks and congratulation	69
3. Apology, sympathy, condolence, invitation, and reply	70
V. Reading improvement	
A. General comments and skimming	83
B. Reading to remember	84
C. Vocabulary development	85, 89
Review of the course	90

Composition Assignments

VI. General information on compositions	18b
A. First composition assignment	18c
B. Second composition assignment	29a
C. Third composition assignment	39a
D. Fourth composition assignment	49a
E. Fifth composition assignment	65a
F. Sixth composition assignment	73a

LIST OF LITERATURE TELECASTS

	Telecast and Page Number
I. The Romantic period	
A. Historical background	2
B. Robert Burns, poetry and songs	3
C. The Lake Poets, William Wordsworth	6
D. The Lake Poets, Samuel Taylor Coleridge	7
E. The minor Romantics	11
F. Sir Walter Scott	12
G. Lamb and Hazlitt	13
H. The pure Romantics, Lord Byron	16
I. Percy Bysshe Shelley	17
J. John Keats	21
K. Jane Austen	22
II. The Victorian period	
A. Historical background	26
B. The essayists	27
C. Alfred Lord Tennyson	28
D. The Brownings	31
E. Arnold and the Pre-Raphaelites	32
F. The Pagan Poets	36
G. Charles Dickens	37
H. The Brontes	41
I. George Eliot	42
J. Novelists	43
K. Gilbert and Carroll	46
L. The New Reality	47
M. Thomas Hardy	48
N. The late Victorians	51
O. Adventure fiction	52
P. Rudyard Kipling	56
III. The Modern period	
A. Historical background	57
B. Modern drama	61
C. Modern drama	62
D. Modern drama	63

	Telecast and Page Number
E. Varied techniques in the novel	66
F. Varied techniques in the novel	67
G. Varied techniques in the novel	68
H. Stream-of-consciousness novel	71
I. Critics of the age	72
J. The short story	76
K. The short story	77
L. The short story	78
M. The essay	81
N. The essay	82
O. The Irish Renaissance	86
P. Poetry	87
Q. Poetry	88

GRAMMAR TEXTS[1]

1. The New Building Better English, Grade 11
   John, M., and Yates, P.
   Harper & Row, Publishers
   El-Hi Division
   Evanston, Illinois
   GReenleaf 5-8600

   Referred to in this guide as Building

2. Guide to Modern English, Upper Grades
   Corbin, R. K., et al.
   Scott, Foresman & Co.
   433 E. Erie Street
   Chicago 11, Illinois
   WHitehall 4-4890

   Referred to in this guide as Guide

3. English Grammar and Composition, Grade 11
   Warriner, J. E., et al.
   Harcourt, Brace & World, Inc.
   221 N. LaSalle Street
   Chicago 1, Illinois
   STate 2-1981

   Referred to in this guide as Grammar

4. English in Action 3, 7th ed.
   Tressler, J. C., et al.
   D. C. Heath & Co.
   1815 S. Prairie Avenue
   Chicago 16, Illinois
   CAlumet 5-6457

   Referred to in this guide as Action

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[1]There are a number of textbooks listed for the grammar and literature. However, the student needs to have only one grammar and one literature book. When ordering a copy from the publisher, state that you are enrolled in Seminar '63 sponsored by the Chicago Board of Education.

LITERATURE TEXTS[1]

1. Adventures in English Literature
   Inglis, Rewey, and Spear, Josephine
   Harcourt, Brace & World, Inc.
   221 N. LaSalle Street
   Chicago 1, Illinois
   STate 2-1981

   Referred to in this guide as Adventure

2. England in Literature
   Pooley, Robert (General Editor)
   Scott, Foresman & Co.
   433 E. Erie Street
   Chicago 11, Illinois
   WHitehall 4-4890

   Referred to in this guide as England

3. Literature of England
   Hook, J. N., et al.
   Ginn & Co.
   205 W. Wacker Drive
   Chicago 6, Illinois
   DEarborn 2-6887

   Referred to in this guide as Literature

4. The World and Our English Heritage
   Bailey, Matilda, and Ullin, Leavell
   American Book Co.
   351 E. Ohio Street
   Chicago 11, Illinois
   WHitehall 4-5006

   Referred to in this guide as Our Heritage

5. Prose and Poetry of England
   Rodabaugh, Delmer, and McCarthy, Agnes
   L. W. Singer Co., Inc.
   5601 N. Northwest Highway
   Chicago, Illinois
   NEwcastle 1-9131

   Referred to in this guide as Prose and Poetry

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[1] Choose any one of the five texts listed. When ordering a copy from the publisher, state that you are enrolled in Seminar '63 sponsored by the Chicago Board of Education.

PREFACE TO THE STUDENT

This study guide has been designed to follow the televised programs on English literature, grammar, and composition. Each telecast guide contains an outline of the content of the program, the major understanding for the student, and some additional material to promote further learning. Five high school English literature textbooks and four grammar texts have been selected. The student is to purchase one book in each of the two areas.

In order to understand the subject better, the student should read in advance the assignments for each broadcast listed under "Recommended Reading." To reinforce what he has learned, the viewer should do the exercises which appear under "Study Suggestions." The "Reading for Enrichment" lists books that are helpful in the area being discussed.

At the end of the semester, those desiring credit in English 6 will take a test covering the literature and grammar presented during the semester. The time and place of the test will be announced later. The literature and the grammar content will comprise two-thirds of the grade. The final third, the composition grade, will depend upon the written assignments. Six compositions are due on specified dates. For emphasis and convenience, these assignments have been printed on yellow paper.

Literature and grammar-composition are treated as two distinct subjects. The literature proceeds chronologically from the earliest English writings to the most recent; this second semester begins with the Romantic period and ends with the Modern period. The grammar-composition section is concerned with language mechanics improvement. However, for variety of programing, the parts have been integrated. Literature telecasts occur on Mondays and Tuesdays; the grammar and composition, on Thursdays and Fridays. Wednesday's telecast may be either. To see the organization of each separate section, turn to the division of the course into units on pages ix and xi. A complete schedule of telecasts and dates is found on pages v through viii.

TELECAST 1 — INTRODUCTORY PROGRAM

NOTES

TELECAST 2 -- THE ROMANTIC PERIOD

Historical Background

Understanding

A way of looking at life in terms of emotions and imagination was being expressed in the new Romantic poetry.

Content

I. Qualities of Romanticism

II. Reform

III. Revolution

Recommended Reading (any one of these)

Adventures, pp. 348-356.
England, pp. 255-261.
Literature, pp. 361-369.
Our Heritage, pp. 466-475.
Prose and Poetry, pp. 280-288.

Study Suggestions

Contrast the Romanticists and the Classicists in their attitudes toward life and the literature of their times.

Know the essential qualities of Romantic literature.

Reading for Enrichment

Craik, Dinah M.. John Halifax, Gentleman.
Dickens, Charles. A Tale of Two Cities.
Hardy, Thomas. Trumpet Major.

TELECAST 3 — THE ROMANTIC PERIOD

Robert Burns--Poetry

Understanding

The open-heartedness and great love of humanity in Robert Burns helped him gain the title "National Poet of Scotland."

Content

I. Biography

II. Poetry

Recommended Reading (any one of these)

Adventures, pp. 331-341.
England, pp. 262-270.
Literature, pp. 376-388.
Our Heritage, pp. 455-458.
Prose and Poetry, pp. 293-300.

Study Suggestions

Burns often goes beyond the simple incident related in each poem to express a universal truth. Find the lines in which he states universal truths and explain the meaning of the lines.

Reading for Enrichment

Barke, James. The Wind That Shakes the Barley.
Burns, Robert. The Poetical Works of Robert Burns.
Stevenson, Robert Louis. Kidnapped.

TELECAST 4 -- LEVELS OF USAGE

Understanding

There is no single standard or level of correctness in language; there are, however, certain restraints on language usage at all levels.

Content

I. Introduction to the course

II. Definition of "good" English

"Good English" is that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to speaker and listener. It is the product of custom, neither cramped by rule nor freed from all restraint; it is never fixed, but changes with the organic life of the language."[1]

III. Levels of usage

A. Illiterate
B. Homely
C. Standard, informal
D. Standard, formal
E. Literary

Recommended Reading (any one of these)

Building, pp. 308-310, 349-350, 357, 383.
Guide, pp. 2-18.
Grammar, pp. 71-76.

Study Suggestions

What differences in tone or word choice appropriate to the meaning and intention of the speaker are illustrated by the following sentences?

1. I think I'll hit the hay.
2. It's time for me to turn in.
3. I believe I'll go to bed.
4. I think it's time to retire.
5. I shall withdraw to seek repose.

---

[1]Robert C. Pooley, Teaching English Usage (New York: Appleton-Century-Crofts, Inc., 1946), p. 14.

TELECAST 5 — ELIMINATION OF SUBSTANDARD USAGE
(Pronouns and Verbs)

Understanding

In this lesson we will attack a number of common expressions which be weeded out of your use of English at a standard level.

Content

I. Pronouns
   A. Case
   B. Agreement with antecedent

II. Verbs
   A. Principal parts
   B. Agreement with subject
   C. Miscellaneous items

Recommended Reading (any one of these)

Building, pp. 339-351, 293-314.
Guide, pp. 142, 161-164, 171-178, 190-192.
Grammar, pp. 91-170.
Action, pp. 354-379.

Study Suggestions

Correct these sentences:

1. It was him.
2. Us fellows went together.
3. Everybody brought their friends.
4. She is the one which did it.
5. The radio is broke.
6. I drunk the milk.
7. I seen it last night.
8. It don't matter when we go.
9. This box of roses are beautiful.
10. He would of come.

Reading for Enrichment

Pooley, Robert C. Teaching English Usage.

TELECAST 6 -- THE ROMANTIC PERIOD

The Lake Poets: William Wordsworth

Understanding

William Wordsworth's poetry served to establish the literary principles that distinguished the Romantic period.

Content

I. Biography

II. Poetry

Recommended Reading (any one of these)

Adventures, pp. 356-369.
England, pp. 274-284.
Literature, pp. 389-401, 455-466.
Our Heritage, pp. 468-482.
Prose and Poetry, pp. 303-313.

Study Suggestions

Select lines from the poetry that bring out Wordsworth's attitude toward nature and regard for society. What does Wordsworth think has put us out of time with nature?

Reading for Enrichment

Cunliffe, John William. England in Picture, Song, and Story.
Eaton, Jeanette. Betsy's Napoleon.

TELECAST 7 -- THE ROMANTIC PERIOD

The Lake Poets: Samuel Taylor Coleridge

Understanding

The few poems that Coleridge wrote show that, had he acquired a steadfastness of purpose, he might have become one of England's great Romantic poets.

Content

I. Biography

II. Poetry

Recommended Reading (any one of these)

Adventures, pp. 372-392.
England, pp. 285-289.
Literature, pp. 467-470.
Our Heritage, pp. 483-485.
Prose and Poetry, pp. 314-316.

Study Suggestions

Decide what Romantic qualities Coleridge's writings possess. Is he more nearly like Blake, Burns, or Wordsworth?

Reading for Enrichment

Benet, Laura. Coleridge, Poet of Wild Enchantment.

TELECAST 8 -- ELIMINATION OF SUBSTANDARD USAGE
(Adjectives, Adverbs, and Double Negatives)

Understanding

Our attack on substandard usage continues.

Content

I. Adjectives and adverbs

II. Double negatives

III. Miscellaneous items

Recommended Reading (any one of these)

Building, pp. 353-385.
Guide, pp. 4, 166-168, 421-422.
Grammar, pp. 8, 13, 33, 38-42.
Action, pp. 397-402.

Study Suggestions

Correct these sentences:

1. I want a apple.
2. The car runs good.
3. This here pen is broken.
4. Them books are yours.
5. She can't hardly sit down.
6. Where is the party at?
7. Then this man he tried to escape.

Reading for Enrichment

Pooley, Robert C. Teaching English Usage.

TELECAST 9 — SPELLING: WORDS THAT SOUND ALIKE

Understanding

Words that sound alike but are spelled differently (homonyms) create special spelling problems.

Content

Frequently confused homonyms

Two, too, to
Their, there
Your, you're
Already (previously), all ready (all prepared)
Altar (used in religious rites), alter (change)
Altogether (entirely), all together (everyone in one place)
Ascent (climb), assent (consent)
Born (given life), borne (carried)
Brake (device for stopping), break (shatter)
Capital (seat of government; money), capitol (building where legislature meets)
Clothes (garments), cloths (pieces of fabrics)
Coarse, course
Complement, compliment
Council, counsel
Desert, dessert

Recommended Reading (any one of these)

Building, pp. 99-100, 191-192.
Guide, pp. 445-446.
Grammar, pp. 577-588.
Action, pp. 120-121.

Study Suggestions

Do the exercises in your text. Distinguish between the homonyms given in the list above. Use each word given in a sentence.

Reading for Enrichment

Shaw, Harry. Spell It Right, pp. 18-43.

TELECAST 10 -- SPELLING: CAPITALIZATION, SYLLABIFICATION, AND HYPHENATION

Understanding

Some of your long-standing confusions in the matters of capitalization, division of a word into syllables, and hyphenation of it may be cleared up by a few simple rules.

Content

I. Capitalization
   - A. Proper names and adjectives
   - B. Titles
   - C. First words in sentences

II. Syllabification
   - A. Determination of place to divide words
     1. Ability to pronounce word parts
     2. Ability to pronounce entire words
   - B. Words not to be divided
     1. One-syllable words
     2. Abbreviations
     3. Contractions
     4. Numerals
     5. Proper names
     6. Single letter words
   - C. Division of words containing double consonants between consonants
   - D. Division of words having prefixes or suffixes
     1. Between the prefix and the root
     2. Between the root and the suffix

III. Hyphenation
   - A. Two-word numbers
   - B. Fractions used as adjectives
   - C. Compound adjectives that precede the noun
   - D. Some prefixes (ex, self, all)
   - E. Prefix and proper noun or adjective
   - F. Prevention of awkward repetition of letters or confusion

Recommended Reading (any one of these)

Building, pp. 159-163, 182.
Guide, pp. 383-385, 418-420.
Grammar, pp. 508-520, 599-600, 575-576.
Action, pp. 456-460.

TELECAST 10 -- (CONTINUED)

Study Suggestions

Do the exercises suggested in your text. Correct these:

1. my principal, mr. Langley, said that Central high school has well behaved Seniors.
2. Have you read the last of the Mohicans? it deals in part with an indian tribe that lived in the east.
3. The ex president is an all american man who has lived to seventy eight as a semi-invalid.

TELECAST 11 -- THE ROMANTIC PERIOD

The Minor Romantics

Understanding

During the Romantic period a great deal of poetry was being produced by writers whose major output was prose.

Content

I. Biographical comments

- A. Robert Southey
- B. Thomas Moore
- C. Leigh Hunt
- D. William Lavdor
- E. Thomas Hood

II. Poetry

Recommended Reading (any one of these)

Adventures, pp. 446-448.
Our Heritage, pp. 493-494.

Study Suggestions

Read selections of poetry not included in your anthology, from the above list of authors.

Reading for Enrichment

Brontë, Charlotte. Shirley.

TELECAST 12 -- THE ROMANTIC PERIOD

Sir Walter Scott

Understanding

Scott's great contribution to the Romantic spirit in English literature was his awakening a respect for the past.

Content

I. Biography

II. Novels

III. Poetry

Recommended Reading (any one of these)

Adventures, pp. 400-402.
England, pp. 297-299.
Literature, pp. 439-446.
Our Heritage, pp. 485-487.
Prose and Poetry, pp. 316-318.

Study Suggestions

What do the poems tell us about Scott's attitude toward his homeland? What do you suppose Scott's attitude would be toward the medieval chivalric code?

Reading for Enrichment

Gray, Elizabeth Janet. Young Walter Scott.
Pearson, Hesketh. Sir Walter Scott.
Scott, Sir Walter. Guy Mannering.

TELECAST 13 -- THE ROMANTIC PERIOD

Lamb and Hazlitt

Understanding

Charles Lamb's essays and letters are ranked as superb examples of nineteenth century English prose. Through his principal work was in the field of criticism, William Hazlitt is well-known for his essays, written in the same intimate style as those of Lamb.

Content

I. Biographical comments

II. Essays

Recommended Reading (any one of these)

Adventures, pp. 393-400.
England, pp. 290-296.
Literature, pp. 434-438.
Our Heritage, pp. 487-492.
Prose and Poetry, pp. 341-348.

Study Suggestions

Contrast the writing styles of Lamb and Hazlitt.

Reading for Enrichment

Brown, Alice. Charles Lamb.

TELECAST 14 -- HISTORY OF THE WRITTEN LANGUAGE

Understanding

Writing is, in relation to man's development, a rather modern invention. We shall briefly trace its development from the origin of the alphabet to the modern printing processes.

Content

I. The development of the alphabet

- A. Picture writing
- B. Hieroglyphs
- C. Letters

II. Development of writing materials

- A. Papyrus
- B. Sheepskin
- C. Paper

III. The development of printing

- A. Inventions in the low countries
- B. Caxton in England at the end of the fifteenth century
- C. Improvements

Recommended Reading

Your texts do not deal with this topic. Listen carefully to the telecast and take notes.

Study Suggestions

Answer the following questions:

1. At what point did the symbols of picture writing become letters of the alphabet?
2. Why do the Russians, Bulgarians, and some other peoples use an alphabet different from ours?
3. What are runes, and where do examples exist?
4. Is our alphabet a complete and accurate description of the sounds of our language?

Reading for Enrichment

Deringer, David. The Story of the Aleph Beth.
Moorhouse, Alfred C. The Triumph of the Alphabet.
Schlauch, Margaret. The Gift of Language, pp. 35-47.

TELECAST 15 — FORMS OF COMPOSITION

Understanding

The basic goal in studying composition is to learn to convey your thoughts and feelings with the utmost effectiveness.

Content

I. The practical value of writing
   - A. Business
     1. Letters of application
     2. Insurance reports
     3. Interoffice memos
     4. Other kinds of writing
   - B. Everyday life
     1. Letters
     2. Directions

II. The aesthetic value of writing--literature

III. The forms of writing
   - A. Narration
   - B. Description
   - C. Argumentation
   - D. Exposition (WE CONCENTRATE ON THIS ASPECT)
   - E. One form comprising others
   - F. One form having the purpose of another

IV. The audience

Recommended Reading

Building, Chapters 13 and 15 related slightly.
Guide, pp. 25-29.
Grammar, pp. 379-404.

Study Suggestions

See the first writing assignment on page 18c.

Reading for Enrichment

Vivian, Charles H. and Jackson, Bernetta M. English Composition.

TELECAST 16 -- THE ROMANTIC PERIOD

The Pure Romantics

George Gordon, Lord Byron

Understanding

The most popular Romantic poet, the most dashing figure of the age, and England's most Romantic personality was Lord Byron.

Content

I. Biography

II. Poetry

Recommended Reading (any one of these)

Adventures, pp. 403-414.
England, pp. 298-306.
Literature, pp. 402-413.
Our Heritage, pp. 495-497.
Prose and Poetry, pp. 319-324.

Study Suggestions

Some critics have said that Byron sought nature as an escape from man. Basing your ideas on the poems, do you think this is true?

Reading for Enrichment

Barrington, E. Beck. Glorious Apollo.
Winwar, Frances. The Romantic Rebels.

TELECAST 17 -- THE ROMANTIC PERIOD

The Pure Romantics

Percy Bysshe Shelley

Understanding

Shelley, an imaginative lyricist, was passionately devoted to the idea of personal freedom.

Content

I. Biography

II. Poetry

Recommended Reading (any one of these)

Adventures, pp. 414-425.
England, pp. 307-320.
Literature, pp. 414-424.
Our Heritage, pp. 504-516.
Prose and Poetry, pp. 324-332.

Study Suggestions

Reread the poems of Shelley in your anthology and decide which contain comments that might be applied to conditions in our own time.

Reading for Enrichment

Winwar, Frances. The Romantic Rebels.
Wylie, Elinor. The Orphan Angel.

TELECAST 18 -- THE OUTLINE

Understanding

The outline is valuable in two ways: it is a plan for writing, and it is a fine device for locating and remembering the main points of what you have read.

Content

Outline form: the symbols (a sample outline)

I.
  A.
  B.
    1.
    2.
      a.
      b.
      c.
        (1)
        (2)
          (a)
          (b)
          (c)

II.
  A.
  B.
  C.

Outline rules:

Capitalize after each new symbol.
Use parallel form for items of the same rank.
Be sure that your divisions are discrete, that is, that they do not overlap.
Use either a sentence or a topic outline, but be consistent.
Keep to the right of a symbol if your line is long.
Have at least two subdivisions for any section which is subdivided.

Recommended Reading (any one of these)

Building, pp. 117-121.
Guide, pp. 33-40, 241.
Grammar, pp. 386, 486.
Action, pp. 84, 181, 203, 456.

TELECAST 18 -- (CONTINUED)

Study Suggestions

Do the exercises in your book. Rewrite the outline you made of one of Mr. Ronvik's lectures, keeping in mind correct form and rules.

Reading for Enrichment

Vivian, Charles H. and Jackson, Bernetta M. English Composition.

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GENERAL INFORMATION ON COMPOSITIONS

Form

All compositions must be written in ink or typed. Use wide-lined paper or every second line and leave wide margins on either side.

Endorsement

Be sure your name is on every paper. In addition, at the top right hand corner of the first sheet, write your

name
address
city, zone, state
telephone.

Put the same information on the envelope, but omit the phone number.

Mailing Address

Mail the composition by the specified date to:

Seminar '63
Room 822
228 North LaSalle Street
Chicago 1, Illinois

Extra Credit

Until further notice, there is no limit on the number of extra assignments you may send. The only qualification is that the work be original and based on your own experience rather than on a secondary source, such as a book or magazine.

Return of Compositions

All compositions will be returned to you with a grade and comments.

FIRST COMPOSITION ASSIGNMENT

Here are suggestions on how to proceed in writing a composition:

1. Choose a topic.
2. List details concerning the topic; these include anecdotes, illustrations, contrasts, comparisons, facts, and opinions. Ask yourself if you know enough about the subject to develop it satisfactorily. If you do not, you can abandon the topic and seek another, or you can do some research to fill in where your own experience or learning falls short. Many students, however, do not give their own thinking mechanisms enough of a chance; if they did, they would probably find they know more about a topic than they suspect.
3. Organize the details into an outline by grouping those that are similar.
4. Limit your topic to fit the prescribed length.
5. Plan paragraph development according to major outline divisions.
6. Write as quickly and fluently as possible.
7. Set the paper aside for a day or so.
8. Then reread, revise, and rewrite. Use your grammar book and your dictionary. Between the two, most of your language problems will be answered.

Subject

Write about anything that interests you. Does this list of areas help?

1. Personal interests--job, family, friends, hobbies, sports, etc.
2. Literary experiences--review of and reaction to a book, short story, etc., from the literature part of the course; paraphrasing of a poem and personal reaction to it.
3. Current events--history of the Cuban, Berlin, or Congo problems; the underdeveloped nations, peace corps; Chicago's problems, etc.

Length

Make the composition about 200 to 300 words long; in other words, two to five well-developed paragraphs.

Emphasis

All aspects of writing are important, but this time pay special attention to spelling.

Mail the composition by February 28, 1963 to

Seminar '63
Room 822
228 North LaSalle Street
Chicago 1, Illinois

TELECAST 19 -- THE LIBRARY

Understanding

In our system of libraries is the accumulation of man's knowledge, carefully organized for anyone to use free of charge. Let us be certain that we are thoroughly acquainted with this major educational tool.

Content

I. Background, history, and policies of libraries

II. Organization of material

- A. Fiction
- B. Nonfiction

III. Location of material

- A. Card catalog
- B. Readers' Guide to Periodical Literature
- C. Reference materials

Recommended Reading (any one of these)

Building, pp. 125-135.
Guide, pp. 236-237.
Grammar, pp. 231-247.
Action, pp. 40-49.

Study Suggestions

Do the exercises in the book. What three types of cards are used in classifying nonfiction books in the card catalog? What two systems exist for classifying nonfiction books on the shelves?

Reading for Enrichment

Free pamphlets about the library are available in the assistant librarian's office on the first floor of the central building of the Chicago Public Library. The following page lists some specific pamphlets and gives hint of their content.

TELECAST 20 — THE CHICAGO PUBLIC LIBRARY

Understanding

Because of its extensive collection of pictures, slides, movies, tapes, records, and periodicals as well as books, the Chicago Public Library deserves special attention.

Content

Outline the main points gained from this telecast and whatever details are of value to you. Refer to Telecast 18 for a review of the outline form.

Recommended Reading

Same as for the preceding lesson.

Study Suggestions

How would you go about getting a library card? Where is the pamphlet file located and how are pamphlets arranged? What technique is used for storing newspapers? Suppose you wanted to locate a short story or a short play. How would you go about it?

Reading for Enrichment

These pamphlets are available free of charge in the central building:

1. "Calendar of Events" (Activities scheduled in the central library and branches)
2. "The Chicago Public Library, Central Building" (A brief history and discussion of the architecture and mural inscriptions in the building)
3. "Introducing the Chicago Public Library" (Facts, floor plan, etc.)
4. "It's all yours! at the Chicago Public Library." (Map showing location of branches)

TELECAST 21 -- THE ROMANTIC PERIOD

The Pure Romantics

John Keats

Understanding

Keats, perhaps more than any other poet, tried to fill his life and poetry with concepts of truth and beauty.

Content

I. Biography

II. Poetry

Recommended Reading (any one of these)

Adventures, pp. 427-445.
England, pp. 307-308, 320-326.
Literature, pp. 425-433.
Our Heritage, pp. 497-504.
Prose and Poetry, pp. 332-340.

Study Suggestions

Reread the poems by Keats in your anthology, listing the images that appeal to the senses.

Reading for Enrichment

Winwar, Frances. The Romantic Rebels.

TELECAST 22 -- THE ROMANTIC PERIOD

Jane Austen

Understanding

Jane Austen was a realist living and writing in an unrealistic age.

Content

I. Biography

II. The novels

Recommended Reading (any one of these)

Austen, Jane. Emma.
_____. Pride and Prejudice.

Study Suggestions

Take any chapter from an Austen novel, reread it, and note how Jane Austen allows a single chapter to serve the plot in several ways.

Reading for Enrichment

Ashton, Helen. Parsen Austen's Daughter.
Jenkins, Elizabeth. Jane Austen.

TELECAST 23 — EXPOSITION: DEVELOPMENT BY DETAIL OR ANALYSIS

Understanding

A detail is a part of a whole. To analyze means to take apart, to reduce a whole to its parts or details. The first example is an analysis of a structure or entity.

Content

I. Analysis of a structure

A. Necessity for a clear and significant basis for grouping
B. Elimination of bases which are less valid for analysis

II. Examples of analysis

Recommended Reading (any one of these)

Guide, pp. 45-51.
Action, pp. 180-184.

Study Suggestions

Give a clear and significant basis for analyzing the following:

friends
schools
homes
a gun
bowling balls.

Reading for Enrichment

Turner, W. Arthur. The Methods of English Prose.

TELECAST 24 -- EXPOSITION: DEVELOPMENT BY DETAIL OR ANALYSIS

Understanding

The second example deals with an analysis of a process.

Content

I. Analysis of a process
   - A. Functional order
   - B. Audience
     1. Observers
     2. Participants
     3. Mixed group
   - C. Visual aids

II. Examples of analysis

Recommended Reading (any one of these)

Guide, pp. 45-51.
Action, pp. 180-184.

Study Suggestions

Here are some processes suggested for analysis:

How to Make Expresso Coffee
How to Tune a Car Motor
How to Use a Voting Machine
How Man-Made Satellites Are Put into Orbit.

For which of these topics would you most likely use the third person and passive voice? Why?

Reading for Enrichment

Turner, W. Arthur. The Methods of English Prose.

TELECAST 25 -- EXPOSITION: DEVELOPMENT BY DETAIL OR ANALYSIS

Understanding

The third example deals with an analysis of an action.

Content

I. Analysis of an action

   A. Chronological order
   B. Modified chronological order

II. Examples of analysis

Recommended Reading (any one of these)

Guide, pp. 45-51.
Action, pp. 180-184.

Study Suggestions

Try writing an exposition of some action, such as a football game, for practice in dealing with the problems of organization and linking which such a form presents. One of your problems in development is that many actions are occurring simultaneously. If you follow the progress of the ball, for example, you may have to go backward in time to trace the action of the backfield.

Reading for Enrichment

Turner, W. Arthur. The Methods of English Prose.

TELECAST 26 — THE VICTORIAN PERIOD

Historical Background

Understanding

In contrast to the Classicists, who were generally satisfied with things as they were, the Victorians welcomed change, but always with a strict concern for propriety and virtue.

Content

I. Reforms and revolutions

II. Victoria

III. Art and decoration

Recommended Reading (any one of these)

Adventures, pp. 450-460.
England, pp. 329-346, 384-388.
Literature, pp. 471-480.
Our Heritage, pp. 520-529.
Prose and Poetry, pp. 352-361.

Study Suggestions

Define "Victorian" as it applied to the nineteenth century architecture, dress, manners, literature, and art.

Reading for Enrichment

Bonnet, Theodore. The Mudlark.
Galsworthy, John. The Forsyte Saga.
Housman, Lawrence. Victoria Regina.

TELECAST 27 -- THE VICTORIAN PERIOD

The Essayists

Understanding

The Victorian essayists felt a distinct responsibility to instruct the masses of society.

Content

I. Thomas Macaulay

II. Thomas Carlyle

III. John Ruskin

IV. John Henry Newman

V. Thomas Huxley

Recommended Reading (any one of these)

Adventures, pp. 460-476.
England, pp. 387-391, 421-424.
Literature, pp. 573-598.
Our Heritage, pp. 546-547.
Prose and Poetry, pp. 382-383.

Study Suggestions

Compare the different methods of presentation of an argument by the above authors.

Reading for Enrichment

Chubb, E. W. Stories of Authors, British and American.
Irvine, William. Apes, Angels, and Victorians.

TELECAST 28 -- THE VICTORIAN PERIOD

Alfred Lord Tennyson

Understanding

Alfred Lord Tennyson reflects the Victorian period in his writing through his idealism and devotion to formal virtue.

Content

I. Biography

II. Works

Recommended Reading (any one of these)

Adventures, pp. 476-488.
England, pp. 392-403.
Literature, pp. 497-503, 511-521.
Our Heritage, pp. 530-538.
Prose and Poetry, pp. 361-373.

Study Suggestions

Compare Tennyson's "In Memoriam" with Wordsworth's "Ode: Intimations of Immortality." What part does nature play in each poet's attitude toward life and death?

Reading for Enrichment

Tennyson, Sir Charles. Alfred Tennyson.

TELECAST 29 -- EXPOSITION: DEVELOPMENT BY EXAMPLE

Understanding

"An example is a particular, representative instance of a type or a particular application of a principle."[1]

Content

I. Exposition developed by example
   A. Differentiated form from that developed by details (*Tom Sawyer* is an example of a book. The first chapter is a detail of a book.)
   B. Examples developed by detail

II. Sample writings developed by example

Recommended Reading (any one of these)

Grammar, p. 363.
Action, pp. 85, 180-184.

Study Suggestions

Give at least two examples for each of the following:

great presidents
pet peeves
trees that grow well in Chicago
a friend's thoughtfulness
new types of transportation.

Reading for Enrichment

Turner, W. Arthur. *The Methods of English Prose*.

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[1] W. Arthur Turner, *The Methods of English Prose* (New York: The Odyssey Press, 1956), pp. 51-53.

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SECOND COMPOSITION ASSIGNMENT

Subject

Since we are studying various methods of writing expository material, it should come as no surprise that your second paper will be concerned with an analysis of a person, place, object, process, or action. For topics that may interest you, see the "Study Suggestions" listed under any of the telecasts labeled "Exposition."

You may choose to develop your topic by one of the methods--details, examples, comparison, or definition--but a combination of methods of development may better suit your purpose.

Length

About 500 words will be satisfactory. Again, think in terms of four or five fully developed paragraphs.

Emphasis

Concentrate on choosing the method or methods of development that best suit your purpose.

Mail the composition by March 15 to

Seminar '63
Room 822
228 North LaSalle Street
Chicago 1, Illinois

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TELECAST 30 -- DISCUSSION OF STUDENT COMPOSITIONS

Understanding

In this telecast the compositions that you have written will be discussed. Attention will be given to the good parts as well as to the areas that need improvement. We can all benefit from a study of each other's work.

Content

I. The impression of the composition as a whole

II. The strengths of the writing and the areas of weakness

- A. Spelling
- B. Punctuation
- C. Usage
- D. Paragraphing
- E. Organization
- F. Word choice
- G. Miscellaneous items

Recommended Reading (any one of these)

Now that you are familiar with at least one grammar book, use it as a reference work. Look up any problems you may have before and after turning in a composition.

Study Suggestions

Pay careful attention during the telecast. Take notes on any points you think are worth remembering. If your composition would benefit, do some rewriting.

TELECAST 31 — THE VICTORIAN PERIOD

The Brownings

Understanding

Robert Browning is the master of the dramatic monologue in English literature.

Content

I. The Brownings

II. The poetry

Recommended Reading (any one of these)

Adventures, pp. 489-499.
England, pp. 403-413.
Literature, pp. 522-530.
Our Heritage, pp. 538-545.
Prose and Poetry, pp. 373-382.

Study Suggestions

Compare Browning's "Prospice" with Tennyson's "Crossing the Bar." How do you see each poem as typical of its author's views?

Reading for Enrichment

Besier, Rudolph. The Barretts of Wimpole Street.
Burnett, Constance. The Silver Answer.
Waite, Helen. How Do I Love Thee?
Woolf, Virginia. Flush.

TELECAST 32 -- THE VICTORIAN PERIOD

Arnold and the Pre-Raphaelites

Understanding

Matthew Arnold, critic and poet, was dissatisfied with his age and was convinced that it needed more culture and less materialism.

Content

I. Matthew Arnold

II. The Pre-Raphaelites

Recommended Reading (any one of these)

Adventures, pp. 507-511.
England, pp. 333-334, 415-416.
Literature, pp. 503-510, 534-538.
Our Heritage, pp. 547-548, 555-558.
Prose and Poetry, pp. 383-386, 389-391.

Study Suggestions

Study Arnold's "Dover Beach" carefully, and be able to state how this poem illustrates the great conflict between science and religion in Victorian times.

Reading for Enrichment

Pakington, Humphrey. Aston Kings.
Spring, Howard. The Houses in Between.

TELECAST 33 -- EXPOSITION: DEVELOPMENT BY COMPARISON

Understanding

Development by comparison indicates the points of similarity as well as of difference between the items being compared. It may involve either example or detail or both.

Content

I. Uses of development by comparison

- A. To explain the unfamiliar by comparing it to the familiar
- B. To explain the abstract by comparing it to the concrete (analogy)
- C. To sharpen a definition by indicating differences from a similar term

II. Examples of comparison

Recommended Reading (any one of these)

Guide, p. 52.
Grammar, p. 364.
Action, pp. 180-184.

Study Suggestions

Write a practice theme developed mainly by comparison. Suggestions follow:

socialism and communism
road or Grand Prix racing and track racing
Detroit and Chicago
Gregg shorthand and Pitman
one compact car and another
levels of language and levels of dress
French (or any other) school system and the American school system.

Reading for Enrichment

Rathburn, Robert C., and Steinmann, Martin, Jr. 75 Prose Pieces, p. 363.

Turner, W. Arthur. The Methods of English Prose.

TELECAST 34 — EXPOSITION: DEVELOPMENT BY DEFINITION

Understanding

Definition marks the limits to which a given term applies.

Content

I. Steps in formal definition
   A. Classification
   B. Differentiation
II. Examples of formal definition

Recommended Reading (any one of these)

Guide, pp. 52-54.
Grammar, p. 365.
Action, p. 177.

Study Suggestions

Write brief formal definitions of the following:

	Item	Classification	Differentiation
Sample:	a cup	is a drinking utensil	with a handle
	a watch		
	a television set		
	Telstar		
	chess		

Reading for Enrichment

Turner, W. Arthur. The Methods of English Prose.

TELECAST 35 -- EXPOSITION: DEVELOPMENT BY DEFINITION

Understanding

The more abstract a term is, the more difficult it is to define. Sometimes an essay or an entire book is needed to properly set limits on a term.

Content

I. Extended definition

A. Considerable length
B. Several kinds of the item being discussed
C. Details, examples, and comparisons used

II. Examples

Recommended Reading (any one of these)

Building, pp. 52-54.
Grammar, p. 365.
Action, p. 177.

Study Suggestions

Try writing an extended definition of one of these terms:

bureaucrat
propaganda
creativity
poise
character.

Reading for Enrichment

Turner, W. Arthur. The Methods of English Prose.

TELECAST 36 -- THE VICTORIAN PERIOD

The Pagan Poets

Understanding

As the British Empire expanded, there grew in England an awareness and interest in the civilizations and literatures of other lands.

Content

I. Edward Fitzgerald

II. Algernon Charles Swinburne

Recommended Reading (any one of these)

England, pp. 334-335, 416-420.
Prose and Poetry, pp. 386-389.

Study Suggestions

Do you find any evidence in The Rubaiyat that might lead you to believe that Omar had sought with great difficulty for many years the answers to life's problems?

Reading for Enrichment

Collins, Wilkie. The Moonstone.
Hudson, W. H. Green Mansions.

TELECAST 37 -- THE VICTORIAN PERIOD

Charles Dickens

Understanding

The first major Victorian novelist, and the most popular, was Charles Dickens.

Content

I. Biography

II. Novels

Recommended Reading (any one of these)

Adventures, pp. 502-506.
England, pp. 346-357.
Literature, pp. 481-496.
Our Heritage, pp. 549-554.

Study Suggestions

Irony is a form of satire in which the writer expresses the opposite of what he actually means. Find some of the numerous examples of irony in the works of Charles Dickens.

Reading for Enrichment

Becker, Mary. Introducing Charles Dickens.
Graham, Eleanor. The Story of Charles Dickens.
Raymond, Charles. Story-Lives of Master Writers.

TELECAST 38 -- EXPOSITORY WRITING: THE REPORT

Understanding

A report is an objective account of the direct investigation of a subject; the opinion of the author, if included, is clearly labeled as such.

Content

I. Types of reports
   - A. Minutes of a meeting
   - B. News articles
   - C. Others

II. Goals
   - A. Conciseness
   - B. Accuracy
   - C. Completeness
   - D. Clarity
   - E. Unity in viewpoint

III. Preparation and procedure
   - A. Reason for report
   - B. Sources of information available
   - C. Method of development
   - D. Conclusion drawn from report

Recommended Reading (any one of these)

Building, pp. 213-214.
Guide, pp. 268-270.
Grammar, pp. 413-416.
Action, pp. 92-93.

Study Suggestions

See the third composition assignment.

Reading for Enrichment

Vivian, Charles H. and Jackson, Bernetta M. English Composition, pp. 79-86.

TELECAST 39 — FACT AND OPINION

Understanding

A fact is that which is generally accepted as being true. Facts are verifiable in some objective way and are therefore not subject to change. An opinion is an individual's judgment which leaps into the area beyond fact or draws conclusions from facts. All opinions, even those generally accepted as sound, are subject to review and change.

Content

I. Fact

- A. Tests for a fact
  - 1. Objective criteria
  - 2. Acceptability to most intellectual leaders
- B. Examples
  - 1. Historical events
    Washington died in 1779.
  - 2. Scientific data
    June ___ the temperature was 80 F. at 8:00 a.m.
    The world is round.
    Gravity pulls all things toward the earth's center.

II. Opinion

- A. Tests for an opinion
  - 1. Unavailability of objective tests
  - 2. A variety of judgments, some contradictory
- B. Examples
  - 1. Emotions
    He's angry.
  - 2. Hypotheses
    There is life on Mars.

Recommended Reading

This subject is not covered in your text. Take notes as you listen to the telecast.

Study Suggestions

In the manner of the illustration, give three factual statements for each opinion.

Example: She's eccentric.

Facts:
a. She stands on her head at parties.
b. She wears a coat with a rip.
c. She doesn't answer questions.

TELECAST 39 -- (CONTINUED)

1. My desk is a mess.
2. John is a good student.

Reading for Enrichment

Hummel, William, and Huntress, Keith. The Analysis of Propaganda.
Vivian, Charles H., and Jackson, Bernetta M. English Composition.

THIRD COMPOSITION ASSIGNMENT

Subject

You are to write a report; that is, an objective account based on direct, first-hand investigation of a subject. Objective means that you try, as far as possible, to write only what *is*, not what you think should be. In short, include just the facts.

Suggested subjects for reports follow:

Investigate the resources of your nearest public library branch.
Write a report of a meeting you have attended.
Report on some aspect of your work; for example, an accident if you are an insurance adjuster.
Describe three or four possible home sites with their important features, both assets and liabilities.
Write on any site or building of historic or literary interest in your neighborhood.
If you are contemplating purchase of an automobile, refrigerator, television set, or other article, report on two or three brands of the item.

Length

Minimum length is 500 words; maximum, 1000 words.

Emphasis

How objective is your report? Is your opinion clearly labeled when it is included, as it *should* be, in your conclusion? Are enough facts included? Have any major considerations been overlooked?

Mail the composition in by April 3 to

Seminar '63
Room 822
228 North LaSalle Street
Chicago 1, Illinois

TELECAST 40 -- CONCISENESS

Understanding

Conciseness is the reduction of an idea to the fewest words consistent with clarity. To write concisely is to express much in a few words.

Content

I. Unnecessary words

(true) fact
consensus (of opinion)
visible (to the eye)

II. Unnecessarily complicated sentences

It was during the month of August that the weather became very hot.
The weather was hot in August.

III. Excessive predication

Mary is my friend. She is very pretty.
My friend Mary is very pretty.

Recommended Reading (any one of these)

Guide, pp. 216-219.
Action, p. 417.

Study Suggestions

Do the exercises in your textbook. Weed out unnecessary words or condense expressions in these sentences:

1. Dusty is my dog. He is black and brown. He loves to chew bones on the rug.
2. She repeated over again that she was not circulating the box of candy around.
3. Lake Michigan is warm in July. It is also warm in August.
4. The reason he talks differently is because he has a new bridge.

Reading for Enrichment

Strunk, Jr., William, and White, E. B. The Elements of Style.

TELECAST 41 -- THE VICTORIAN PERIOD

The Brontës

Understanding

The Brontë sisters demonstrate in Jane Eyre and Wuthering Heights an odd imaginative Romanticism brought on by the stark conditions in which they lived.

Content

I. Charlotte Brontë--Jane Eyre

II. Emily Brontë--Wuthering Heights

Recommended Reading (any one of these)

Brontë, Charlotte. Jane Eyre.
Brontë, Emily. Wuthering Heights.

Study Suggestions

After reading some biographical material on the Brontës, decide to what degree the above novels reflect the writers' life experiences.

Reading for Enrichment

Gaskell, Elizabeth. The Life of Charlotte Brontë.
Hinkley, Laura. The Brontës: Charlotte and Emily.
Jarden, Mary Louise. The Young Brontes.

TELECAST 42 -- THE VICTORIAN PERIOD

George Eliot

Understanding

George Eliot (Mary Ann Evans) is best remembered today for the powerful psychological analysis that runs through much of her work.

Content

I. Biographical comments

II. The novels

Recommended Reading (any one of these)

Eliot, George. Adam Bede.
_____. Middlemarch.
_____. The Mill on the Floss.

Study Suggestions

Compare specific characters from Dickens and Eliot. Whose characters seem the most real? How are their methods of character portrayal different?

Reading for Enrichment

Hinkley, Laura. Ladies of Literature.
Raymond, Charles. Story-Lives of Master Writers.

TELECAST 43 -- THE VICTORIAN PERIOD

Novelists

Understanding

The Victorian Age put the novel, as a literary form, on a par with poetry.

Content

I. William Makepeace Thackeray

II. Other novelists

Recommended Reading

Thackeray, William Makepeace. Vanity Fair.

Study Suggestions

In Vanity Fair two of the main characters, Becky Sharp and Amelia Sedley, are introduced in the first chapter. How has Thackeray shown the contrast between these two girls?

Reading for Enrichment

Benét, Laura. Thackeray of the Great Heart and Humorous Pen.
Chancellor, Edwin. The London of Thackeray.
Gould, Jean. Young Thack.

TELECAST 44 -- THE SUMMARY

Understanding

A summary is a condensation of the content of any piece of writing. The summary emphasizes the important ideas.

Content

I. Types of summaries

- A. Précis--a summary in which the order of main thoughts and tone of the original are preserved
- B. Synopsis--a step-by-step account of a plot
- C. Abstract--a very concise summary of the main points of a formal exposition or argument
- D. Paraphrase--a restatement in simpler language

II. Purposes of summaries

- A. Memory aid
- B. Use in term paper
- C. Explanation of difficult subject

III. Steps in summarizing

- A. Reading
- B. Selecting
- C. Writing
- D. Comparing

Recommended Reading (any one of these)

Building, pp. 114-122.
Guide, pp. 491-492.
Grammar, pp. 416-423.
Action, p. 34.

Study Suggestions

Do the exercises in your text. As a memory aid, write a précis of one of the selections in your literature text.

Reading for Enrichment

Vivian, Charles H., and Jackson, Bernetta M. English Composition, pp. 73-76.

TELECAST 45 — SELECTION OF RECREATION

Understanding

Since much of our free time is spent viewing movies, plays, and television, it is important that we choose carefully and judge fairly and well.

Content

This program will take the form of a discussion.

Recommended Reading (any one of these)

Building, pp. 77-80.
Action, pp. 72-76, 187-196.

Study Suggestions

As you listen, make a sentence outline of the program. As part of the outline, list criteria for selecting and evaluating television programs, movies, and plays.

Reading for Enrichment

Read a number of newspaper and magazine reviews of television programs, movies, and plays.

TELECAST 46 -- THE VICTORIAN PERIOD

Gilbert and Carroll

Understanding

While W. S. Gilbert uses humor in satirizing his society, Lewis Carroll uses humor to burlesque logical thinking.

Content

I. W. S. Gilbert

II. Lewis Carroll

Recommended Reading (any one of these)

Adventures, pp. 511-515.
Our Heritage, pp. 559-560.
Prose and Poetry, pp. 392-395.

Study Suggestions

Notice the way in which Lewis Carroll makes common sense appear to be an insanity. What institutions does W. S. Gilbert choose for his satirical treatment?

Reading for Enrichment

Carroll, Lewis. Alice's Adventures in Wonderland.
Darlington, W. A. The World of Gilbert and Sullivan.
Green, Roger. The Story of Lewis Carroll.

TELECAST 47 -- THE VICTORIAN PERIOD

The New Reality

Understanding

Before the closing years of the century, literary men were joining political and social moves for new ideals, and a break with "Victorianism" was apparent.

Content

I. George Meredith

II. Samuel Butler

Recommended Reading

Literature, pp. 538-539.

Study Suggestions

Compare Meredith's description of the rebel angel in "Lucifer in Starlight" with Milton's description of Satan in Paradise Lost.

Reading for Enrichment

Maurois, André. Disraeli.

TELECAST 48 -- THE VICTORIAN PERIOD

Thomas Hardy

Understanding

Perhaps more than any other author, Thomas Hardy is a link between the Victorian and Modern periods.

Content

I. Biographical comments

II. Works of Thomas Hardy

Recommended Reading (any one of these)

Adventures, pp. 531-539.
England, pp. 448-459.
Literature, pp. 667-672.
Our Heritage, pp. 563-565.
Prose and Poetry, pp. 395-397, 405-421.

Study Suggestions

Many critics have said that Hardy sees life only as a hopeless struggle. In the light of what you have read of Hardy's works, do you feel that this accusation is justifiable?

Reading for Enrichment

Hardy, Thomas. The Return of the Native.

TELECAST 49 — THE REVIEW

Understanding

A review is an informative account of the content and qualities of a book, play, movie, concert, or other form of art.

Content

I. Guides for the writer of a review

- A. Thorough knowledge of the subject
- B. Knowledge of the reader of the review
  - 1. His acquaintance with the subject
  - 2. His level of interest and education
- C. Necessary information (for a book review, for example: title, author, place of publication, publisher, date, and number of pages)
- D. Judgment of the work according to the creator's intention
- E. Evidence to support critical judgment

II. Structure of the review

- A. Classification of subject in the first paragraph
- B. Information about the subject
- C. Conclusion based on critical judgment

Recommended Reading (any one of these)

Building, pp. 213-214.
Action, pp. 94-97.

Study Suggestions

See the fourth composition assignment on page 49a.

Reading for Enrichment

Vivian, Charles H., and Jackson, Bernetta M. English Composition, pp. 76-79.

FOURTH COMPOSITION ASSIGNMENT

Subject

Write a review of a book, play, movie, television program, concert, or other form of art. Remember that a review is an informative account of the content. In the case of a book, play, or movie, include a synopsis. By all means, include your personal reaction.

Length

Between 300 and 500 words should suffice.

Emphasis

Shop carefully among all the details you could include. Find lines that capture the essence of the book or play and quote them. Above all, choose details that make your review interesting.

Mail the paper by May 2, 1963 to

Seminar '63
Room 822
228 North LaSalle Street
Chicago 1, Illinois

TELECAST 50 -- THE EXAMINATION

Understanding

An essay examination is an excellent opportunity to put into practice what has been learned in the study of expository writing.

Content

I. Hints on writing essay tests
   A. Change of question into statement
      Example: What is the primary purpose of exposition?
               The primary purpose of exposition is ....
   B. Decision on method of development
      1. Details or analysis
      2. Example
      3. Comparison
      4. Definition

II. Hints on other kinds of tests
   A. Verbal aptitude
      1. Synonyms and antonyms
      2. Word analogies
      3. Words in context
   B. Reading comprehension
   C. Composition tests
      1. Correctness and effectiveness
         a. Spelling
         b. Sentence correction
      2. Organization
      3. Taste and sensitivity
      4. Interlinear exercise

Recommended Reading (any one of these)

Building, pp. 209-210.
Guide, pp. 265, 298-299.
Grammar, pp. 605-634.

Study Suggestions

Do the exercises in your text. If you have an old examination around the house, try reformulating answers to the essay questions.

Reading for Enrichment

Vivian, Charles H., and Jackson, Bernetta M. English Composition, pp. 84-86.

TELECAST 51 -- THE VICTORIAN PERIOD

The Late Victorians

Understanding

While the Impressionists attempted only to express moods without great detail, the Symbolists sought to endow poetry with hidden significance.

Content

I. The Impressionists

II. The Symbolists

Recommended Reading (any one of these)

Adventures, pp. 530-531.
England, pp. 424-425.
Literature, pp. 540-546.

Study Suggestions

Reread poems by the Impressionists and Symbolists and see how each avoids direct expression through various techniques.

Reading for Enrichment

Chubb, E. W. Stories of Authors, British and American.

TELECAST 52 -- THE VICTORIAN PERIOD

Adventure Fiction

Understanding

Conan Doyle and Robert Louis Stevenson wrote, in widely differing styles, stories to be read purely for vicarious escape.

Content

I. Robert Louis Stevenson

II. Sir Arthur Conan Doyle

Recommended Reading (any one of these)

Adventures, pp. 515-530.
England, pp. 426-438.
Literature, pp. 552-569.
Our Heritage, pp. 561-563.
Prose and Poetry, pp. 421-434.

Study Suggestions

Compare Stevenson's "Markheim" with Edgar Allan Poe's "The Tell-tale Heart." What differences are immediately noticeable? What similarities are there between Poe's stories and the Sherlock Holmes stories?

Reading for Enrichment

Doyle, Conan. The Adventures of Sherlock Holmes.
Field, Isobel. This Life I've Loved.
Stern, Gladys. Robert Louis Stevenson.

TELECAST 53 — DISCUSSION OF STUDENT COMPOSITIONS

Understanding

In this telecast, the compositions that you have written will be discussed. Attention will be given to the good parts as well as the areas that need improvement. We can all benefit from a study of each other's work.

Content

I. The impression of the composition as a whole

II. The strengths of the writing and the areas of weakness

- A. Spelling
- B. Punctuation
- C. Usage
- D. Paragraphing
- E. Organization
- F. Word choice
- G. Miscellaneous items

Recommended Reading

Now that you are familiar with at least one grammar book, use it as a reference work. Look up any problems you may have before and after turning in a composition.

Study Suggestions

Pay careful attention during the telecast. Take notes on any points that you think are worth remembering. If your composition would benefit, do some rewriting.

TELECAST 54 — PARLIAMENTARY PROCEDURE

Understanding

Without some standard rules to follow, meetings can degenerate into disorderly or inefficient gatherings.

Content

I. Organization

- A. Constitution and bylaws
- B. Officers and their responsibilities
- C. Order of business

II. Motions

- A. To amend
- B. To refer to a committee
- C. To postpone
- D. To lay on the table
- E. To take from the table
- F. To object to consideration
- G. To close debate
- H. To reconsider
- I. To adjourn

Recommended Reading (any one of these)

Building, pp. 61-72.
Guide, pp. 289-296.

Study Suggestions

Write out the meaning of each rule listed under II.

Reading for Enrichment

Robert, Henry M. Robert's Rules of Order.
Stevenson, Fred G. Pocket Primer of Parliamentary Procedure.

TELECAST 55 -- A SAMPLE MEETING RUN BY PARLIAMENTARY PROCEDURE

Understanding

The purpose of this meeting is to further acquaint you with parliamentary procedure, especially the use of motions; it will therefore make use of more motions than usual at small meetings.

Content

As you listen to the telecast, write the answers to the questions listed in the "Study Suggestions" below.

Recommended Reading (any one of these)

Building, pp. 61-72.
Guide, pp. 289-296.

Study Suggestions

1. Why do certain motions take precedence over others?
2. Name some undebatable and privileged motions.
3. Why are some motions undebatable?
4. What is the difference between a majority and a plurality?
5. Name the five common methods of voting.
6. A writer has said that the question of there being one source for human languages must be tabled because of a lack of facts. What did he mean?
7. Is parliamentary procedure as necessary in small groups as in large ones?

Reading for Enrichment

Robert, Henry M. Robert's Rules of Order.
Stevenson, Fred G. Pocket Primer of Parliamentary Procedure.

TELECAST 56 — THE VICTORIAN PERIOD

Rudyard Kipling

Understanding

Kipling was the first of the English writers to introduce the East to the West in some terms of realism.

Content

I. Biographical comments

II. Works of Kipling

Recommended Reading (any one of these)

Adventures, pp. 540-550.
England, pp. 475-487.
Literature, pp. 549-551.
Our Heritage, pp. 132-142.
Prose and Poetry, pp. 448-451.

Study Suggestions

Note the specific traits of the English in India during this period of the empire. Do you find these traits, as described by Kipling, admirable?

Reading for Enrichment

Kipling, Rudyard. Kim.
Maugham, W. S. Maugham's Choice of Kipling's Best.

TELECAST 57 -- THE MODERN PERIOD

Historical Background

Understanding

In a fast-moving world of technology, a re-examination and a more thorough awareness of our literature may act as a stabilizing force for society.

Content

(Note: Particular authors and works scheduled for discussion in the Modern period are subject to changes and alterations due to the nature of television rights and clearances.)

I. Changes

II. The wars

III. The atom

Recommended Reading (any one of these)

Adventures, pp. 552-558.
England, pp. 441-448, 522-524, 625-626.
Literature, pp. 599-615.
Our Heritage, pp. 4-22.
Prose and Poetry, pp. 440-448.

Study Suggestions

In what ways would you expect the conditions of the modern world to affect the literature of the times?

Reading for Enrichment

Jeans, Sir James. Through Time and Space.
Wells, H. G. Seven Famous Novels.

TELECAST 58 -- BUSINESS LETTERS OF ORDER AND REQUEST

Understanding

Letters are the most universal and necessary form of written communication. This study of business letters is an opportunity for practical application of expository writing.

Content

I. Form

A. The letter

1. Heading
2. Inside address
3. Salutation
4. Body
5. Complimentary close
6. Signature

B. The envelope

II. Style

A. Block
B. Indented

III. Letters of order and request

A. Clarity
B. Completeness

Recommended Reading (any one of these)

Building, pp. 216-225.
Guide, pp. 249-250.
Grammar, pp. 437-452.
Action, pp. 59-62.

Study Suggestions

Write a letter to a publisher requesting one of the paperbound editions listed in the Bibliography. If you actually wish to purchase a book, mail the letter to him. Be sure that your form is correct.

Reading for Enrichment

Walsh, J. Martyn, and Walsh, Anna Kathleen. Plain English Handbook, pp. 92-99, 101.
Watson, Lillian E. Correct Letter Writing, pp. 223-238, 248.

TELECAST 59 — BUSINESS LETTERS OF COMPLAINT AND PERSUASION

Understanding

Remember your goal in writing a letter of complaint. Do you wish a product repaired or replaced or do you wish to effect a change in policy or outlook? Whatever your goal, remain courteous. In writing a persuasive letter, keep foremost the needs and interests of the recipient, not your own.

Content

I. Letter of complaint

- A. Fairness
- B. Accuracy
- C. Preciseness
- D. Examples

II. Persuasive letter

- A. Attractiveness
- B. Brevity
- C. Specific call for action
- D. Examples

Recommended Reading (any one of these)

Building, p. 226.
Guide, p. 255.
Grammar, pp. 452-453.

Study Suggestions

Have you ever written a letter of complaint? On looking back, do you think it was justified? Read some of the professional sales letters you receive in the mail. What can you learn from them that can be applied to any persuasive letters you might write for a club or group or business of your own?

Reading for Enrichment

Walsh, J. Martyn, and Walsh, Anna Kathleen. Plain English Handbook, pp. 104-105.
Watson, Lillian Eichler. Bantum Book of Correct Letter Writing, pp. 251-254, 265-271.

TELECAST 60 — BUSINESS LETTERS OF JOB APPLICATION, RECOMMENDATION, AND INTRODUCTION

Understanding

In a letter of job application, you are selling yourself. This is the t
when you must be absolutely meticulous about form and correctness. In
writing letters of recommendation and introduction, you are selling som
else; how you do it will affect their chances greatly.

Content

I. The letter of job application

- A. Special attention to the first sentence
- B. Emphasis on your fitness for the position
- C. Neither emphasis nor omission of the matter of salary
- D. Conciseness and brevity (Get to the point quickly.)
- E. Simple and clear expression
- F. Importance of consistent courtesy

II. The letter of recommendation and introduction

- A. Brevity
- B. Importance of sincerity, emphasizing the candidate's good poin

Recommended Reading (any one of these)

Building, p. 228.
Guide, pp. 258-260.
Grammar, pp. 454-457.

Study Suggestions

Read the sample letters of application in the text. Make a lis of do'
and don't's for writing letters of application. Do the same for letter
of recommendation and introduction.

Reading for Enrichment

Walsh, J. Martyn, and Walsh, Anna Kathleen. Plain English Handbook, p.
Watson, Lillian Eichler. Correct Letter Writing, pp. 272-286.

TELECAST 61 — THE MODERN PERIOD

Modern Drama

Understanding

Growing out of rationalism, the Irish National Theater became a sign
center of drama at the beginning of the modern period.

Content

I. John Synge

II. Riders to the Sea

Recommended Reading (any one of these)

Adventures, pp. 770-777.

Study Suggestions

Read Synge's Riders to the Sea, noting the use of foreshadowing (the
hinting of future events) and the role of superstition in the struct
of the play.

Reading for Enrichment

Kronenberger, Louis. (ed.). Cavalcade of Comedy.
Synge, John. Playboy of the Western World.

TELECAST 62 -- THE MODERN PERIOD

Modern Drama

Understanding

The light touch of Sir James Barrie's fiction and drama has pleased readers of all nations and ages.

Content

I. Biographical comments

II. Fiction

III. Drama

Recommended Reading (any one of these)

Adventures, pp. 778-800.
Our Heritage, pp. 184-201.

Study Suggestions

After reading Barrie's The Old Lady Shows Her Medals, decide whether the steps in Kenneth's change of attitude are natural and convincing.

Reading for Enrichment

Barrie, Sir James. Representative Plays.

TELECAST 63 -- THE MODERN PERIOD

Modern Drama

Understanding

George Bernard Shaw, the man who claims to have "laughed Victorianism out of existence," was in fact a master of the use of laughter as a weapon of social protests.

Content

I. Biographical comments

II. Drama

Recommended Reading (any one of these)

Adventures, pp. 718-769.
England, pp. 654-668.
Prose and Poetry, pp. 606-613.

Study Suggestions

After reading Shaw's Pygmalion, analyze it to find the elements which make it a satire on the false values of society. What social standards does he criticize?

Reading for Enrichment

Shaw, George Bernard. Nine Plays.

TELECAST 64 -- BUSINESS LETTERS: SPELLING

Understanding

Certain words reappear often in business letters. Learn the spelling of these words and you have come a long way toward effective business letter writing.

Content

Make a list of the words mentioned in this telecast.

Recommended Reading (any one of these)

Building, pp. 191, 229 (list of words often used in business letters)
Guide, pp. 123, 128-129.
Grammar, pp. 568-569.
Action, pp. 473-479.

Study Suggestions

Some time after the telecast, test yourself on the words we have studied; later on retest yourself on those you missed.

Reading for Enrichment

Ross, Stephen V. Spelling Made Simple.
Shaw, Harry. Spell It Right.
Shefter, Harry. Six Minutes a Day to Perfect Spelling.

TELECAST 65 -- PERSONAL LETTERS: FRIENDLY LETTERS

Understanding

There is no more universal and inescapable form of writing than the personal letter. Perhaps we can improve in this activity through specific hints and models of well-written personal letters.

Content

I. How to begin a friendly letter

II. What to write in a friendly letter

III. What not to write in a friendly letter

IV. Consideration of the person to whom you are writing

V. How to close your letters

VI. Examples of letters

Recommended Reading (any one of these)

Building, pp. 232-233.
Guide, pp. 261-262.
Grammar, pp. 424-431.
Action, p. 64.

Study Suggestions

Write a letter to a friend or to a member of your family, today.

Reading for Enrichment

Walsh, J. Martyn, and Walsh, Anna Kathleen. Plain English Handbook, pp. 109-110.
Watson, Lillian Eichler. Correct Letter Writing, pp. 183-222.

FIFTH COMPOSITION ASSIGNMENT

Subject

Write two letters, one business and one personal. Your business letter may be one of job application, complaint, or request; the personal letter may be an ordinary friendly letter or one of congratulation or thanks.

If you wish, write real letters to real people.

Length

There is no specific length, since that is determined by your purpose, which varies greatly in this case.

Emphasis

See the telecasts labeled "Letters" to determine emphasis.

Mail your letters by May 10, 1963to

Seminar '63
Room 822
228 North LaSalle Street
Chicago 1, Illinois

TELECAST 66 -- THE MODERN PERIOD

Varied Techniques in the Novel: John Galsworthy

Understanding

Through novels, short stories, sketches, and plays, John Galsworthy effectively interpreted the society of industrial England during the late nineteenth and early twentieth centuries.

Content

I. Biographical comments

II. Short stories

III. Novels

IV. Plays

Recommended Reading (any one of these)

Adventures, pp. 577-582.
England, pp. 460-464.
Prose and Poetry, pp. 494-500.

Study Suggestions

After reading John Galsworthy's The Forsyte Saga, contrast the interests of the older members of the Forsyte family with those of the younger members.

Reading for Enrichment

Galsworthy, John. A Modern Comedy.
Havighurst, Walter. (ed.). Masters of the Modern Short Story.
McCullough, Bruce. Representative English Novelists: Defoe to Conrad.

TELECAST 67 -- THE MODERN PERIOD

Varied Techniques in the Novel: Joseph Conrad

Understanding

Joseph Conrad, one of England's great novelists, spoke no English until he was twenty-one and did not start his writing career until he was thirty; yet he wrote novels of great psychological insight in a unique literary style.

Content

I. Biographical comments

II. Short stories

III. Novels

Recommended Reading (any one of these)

Adventures, pp. 567-576.
England, pp. 587-596.

Study Suggestions

Note how Conrad uses few but precise details to create his atmosphere. Reread paragraphs of Conrad's short stories, decide what atmosphere he is trying to express, and then find the specific details that build up this impression.

Reading for Enrichment

Conrad, Jospeh. Lord Jim.
Conrad, Joseph. Portable Conrad.

TELECAST 68 — THE MODERN PERIOD

Varied Techniques in the Novel

Understanding

Varied techniques of the novel were presented in the early years of this century that gave the English reading public a selection in prose fiction that was both stimulating and unusual.

Content

I. H. G. Wells

II. E. Arnold Bennett

III. E. M. Forster

Recommended Reading (any one of these)

Adventures, pp. 698-700.
England, pp. 538-553.
Literature, pp. 634-639.
Prose and Poetry, pp. 531-559.

Study Suggestions

What varied writing techniques have you noted so far in the writings of John Galsworthy, Joseph Conrad, H. G. Wells, E. Arnold Bennett, and E. M. Forster?

Reading for Enrichment

Forster, E. M. A Passage to India.
Wells, H. G. Seven Famous Novels.

TELECAST 69 — PERSONAL LETTERS: THANKS AND CONGRATULATIONS

Understanding

Letters of thanks should be written as soon as possible; remember also that letters are due for special favors and for congratulation as well as for gifts. Handwritten notes of congratulation are always preferable and in better taste.

Content

I. The letter of thanks

- A. Promptness
- B. Brevity and preciseness
- C. Examples

II. The letter of congratulation

- A. Appropriate occasions
- B. Preciseness
- C. Examples

Recommended Reading

Building, pp. 234-235.
Guide, p. 263.
Grammar, pp. 435-437.
Action, pp. 68-70.

Study Suggestions

Take this opportunity to write a letter of congratulation to a friend for a baby, new home, promotion, or other event.

Reading for Enrichment

Walsh, J. Martyn, and Walsh, Anna Kathleen. Plain English Handbook, pp. 112-113.
Watson, Lillian Eichler. Correct Letter Writing, pp. 130-157.

TELECAST 70 — PERSONAL LETTERS: APOLOGY, SYMPATHY, CONDOLENCE, INVITATION, AND REPLY

Understanding

There are a number of levels of formality for the letter of invitation; the reply should match the formality of the invitation. Letters of apology, sympathy, and condolence should be like a handclasp—warm and friendly. Above all, they should be handwritten; commercial cards cannot take the place of a sincere letter.

Content

I. The letter of apology

II. The letter of sympathy for illness, material loss, and others

III. The letter of condolence

IV. The letter of invitation and reply

Recommended Reading (any one of these)

Building, pp. 235-239.
Guide, pp. 262-264.
Grammar, pp. 431-435.

Study Suggestions

Write one of the types of letters mentioned above if a suitable situation exists. Read and learn from the examples given in the texts and listen to the ones in the telecast.

Reading for Enrichment

Walsh, J. Martyn, and Walsh, Anna Kathleen. Plain English Handbook, pp. 113-114.
Watson, Lillian Eichler. Correct Letter Writing, pp. 158-176.

TELECAST 71 — THE MODERN PERIOD

Stream-of-Consciousness Novel

Understanding

During the twentieth century, a literary technique developed from the vocabulary of psychology in which the characters and events are presented through the thoughts of the main characters.

Content

I. James Joyce

II. Virginia Woolf

Recommended Reading

Adventures, pp. 694-698.

Study Suggestions

Using the reference books in the public library, check the entries under "stream-of-consciousness" and skim some of the literature suggested.

Reading for Enrichment

Arliss, George. Up the Years from Bloomsbury.
Woolf, Virginia. Between the Acts.

TELECAST 72 -- THE MODERN PERIOD

Critics of the Age

Understanding

Certain of the present-day authors in England have devoted their efforts to searching out the absurdities in society.

Content

I. Evelyn Waugh

II. Aldous Huxley

III. George Orwell

Recommended Reading (any one of these)

Adventures, pp. 688-694.
England, pp. 639-641.
Literature, pp. 656-664.
Our Heritage, pp. 63-70.

Study Suggestions

What were the particular criticisms of society that each of these authors made in the works that you read?

TELECAST 73 — DISCUSSION OF STUDENT COMPOSITIONS

Understanding

In this telecast, the compositions that you have written will be discussed. Attention will be given to the good parts as well as to the areas that need improvement. We can all benefit from a study of each other's work.

Content

I. The impression of the composition as a whole

II. The strengths of the writing and the areas of weakness

- A. Spelling
- B. Punctuation
- C. Usage
- D. Paragraphing
- E. Organization
- F. Word choice
- G. Miscellaneous items

Recommended Reading

Now that you are familiar with at least one grammar book, use it as a reference work. Look up any problems you may have before and after turning in a composition.

Study Suggestions

Pay careful attention during the telecast. Take notes on any points you think are worth remembering. If your composition would benefit, do some rewriting.

SIXTH COMPOSITION ASSIGNMENT

Subject

This last composition of the semester is based upon the literature part of the course. Here are some topic sentences that you might develop. Of course, you are not limited to these:

The ending of (title) by (author) is or is not inevitable.
The character of (main character) is developed mainly by means of self-revelation (or action of the plot or comments and reactions of the other characters, etc.)
The plot (or theme or characterization) in (title) is similar to that in (title of another piece of literature).

Length

Make this composition about 500 words long.

Emphasis

Be sure to develop your ideas with quotations, examples, and details.

TELECAST 74 -- SPEECH: CONVERSATION, USE OF THE TELEPHONE AND THE INTERVIEW

Understanding

Even though conversing and telephoning are common activities, there is still need for improvement in these areas. The job interview is a special type of conversation which plays a very important part in one's life.

Content

I. Conversation and use of the telephone
   A. Hints for improvement
   B. Things to avoid

II. The interview
   A. Hints for improvement
   B. Things to avoid

Recommended Reading (any one of these)

Building, pp. 52-60.
Grammar, pp. 198-206.
Action, pp. 3-16.

Study Suggestions

As you read or listen today, try to remember five or six amusing or interesting items to contribute to a conversation. Evaluate yourself as a phone conversationalist on the basis of hints given in this broadcast. If you are planning to be interviewed, for practice have a friend or relative, acting as the prospective employer, question you.

Reading for Enrichment

Hedde, Wilheilmina G., and Brigance, William Norwood. The New American Speech.

TELECAST 75 — SPEECH: PREPARATION OF A SPEECH

Understanding

An effective speech makes clear the speaker's purpose, develops the purpose through carefully chosen and organized material, and relates to the audience for whom the speech is planned.

Content

I. Choice of a purpose
   - A. Entertainment
   - B. Information
   - C. Persuasion
   - D. Inspiration
   - E. Combination of purposes

II. Location of the material

III. Organization of the material

IV. Adaptation of the material for the audience

V. Analysis of sample speeches

Recommended Reading (any one of these)

Building, p. 49.
Guide, pp. 1-19.
Action, pp. 79-90.

Study Suggestions

Evaluate the sample speeches you hear on the telecast.

Reading for Enrichment

Hedde, Wilhelmina G., and Brigance, William Norwood. The New American Speech.

TELECAST 76 -- THE MODERN PERIOD

The Short Story

Understanding

W. Somerset Maugham and Katherine Mansfield are both considered popular as well as accomplished short story writers.

Content

I. W. Somerset Maugham

II. Katherine Mansfield

Recommended Reading (any one of these)

Adventures, pp. 560-566, 582-592.
England, pp. 489-507, 596-600, 646-648.
Literature, pp. 629-632.
Our Heritage, pp. 58-62, 119.
Prose and Poetry, pp. 501-513.

Study Suggestions

Read other Maugham and Mansfield short stories, watching for the "flashing moment" in which the nature of the main character's personality is revealed.

Reading for Enrichment

Maugham, W. Somerset. Mr. Maugham Himself.
Schweikert, Harry. (ed.). Short Stories.

TELECAST 77 -- THE MODERN PERIOD

The Short Story

Understanding

The popular short stories of the period drew upon all sorts of material from humor to war.

Content

I. Saki

II. Eric Knight

III. Roald Dahl

Recommended Reading (any one of these)

Adventures, pp. 593-598, 604-611.
England, pp. 563-565.
Our Heritage, pp. 37-42, 71-74.
Prose and Poetry, pp. 520-529.

Study Suggestions

Short stories are often judged on their plausibility, the likelihood of the happenings after accepting the basic setting. Decide whether the selections listed above meet the criterion of plausibility.

Reading for Enrichment

Dahl, Roald. Someone Like You.
Goodman, Jack. (ed.). Fireside Book of Dog Stories.

TELECAST 78 -- THE MODERN PERIOD

The Short Story

Understanding

The short story serves to present important truths about life in relatively few words.

Content

I. Nadine Gardimer

II. Frank O'Connor

III. John Collier

Recommended Reading (any one of these)

Adventures, pp. 598-604, 612-616.
Our Heritage, pp. 78-82.

Study Suggestions

Note the national customs conveyed in the works of the above authors.

Reading for Enrichment

Garrity, Devin A. (ed.). Forty-Four Irish Short Stories.
Kuebler, Harold. (ed.). The Treasury of Science Fiction Classics.

TELECAST 79 -- SPEECH: DELIVERY OF A SPEECH

Understanding

Equally as important as the content of a speech is its delivery.

Content

I. Analysis of speech
   - A. Gestures
   - B. Voice
     1. Volume
     2. Tempo
     3. Pitch
     4. Tone

II. The question of good pronunciation
   - A. Various dialects in the United States
   - B. Determination of good pronunciation by educated people
   - C. The dictionary as an aid

III. Methods of delivery
   - A. Impromptu
   - B. Extemporaneous
   - C. Memorized
   - D. Read

Recommended Reading (any one of these)

Building, pp. 19-31.
Guide, pp. 271-281.
Action, pp. 209-215.

Study Suggestions

Follow the suggestions given in your text for evaluation and improvement of your voice.

Reading for Enrichment

Hedde, Wilhelmina G. and Brigance, William Norwood. The New American Speec

TELECAST 80 -- SPEECH: CRITICAL LISTENING

Understanding

Listening critically involves two things: first, listening accurately and understanding what the speaker has said; secondly, evaluating and judging what he has said.

Content

I. The speech to inform
   A. Directions
   B. Lectures
   C. Addresses

II. The speech to entertain

III. The speech to inspire

IV. The speech to persuade
   A. Sales talks
   B. Addresses
   C. Sermons

Recommended Reading (any one of these)

Building, pp. 3-18.
Action, pp. 19-24.

Study Suggestions

Listen to two or three speeches on radio and television and evaluate the

Reading for Enrichment

Hedde, Wilhelmina G. and Brigance, William Norwood. The New American Speech.

TELECAST 81 -- THE MODERN PERIOD

The Essay

Understanding

In this century, most of the essays written were done for publication in magazines.

Content

I. J. B. Priestly

II. Dylan Thomas

Recommended Reading (any one of these)

Adventures, pp. 1-25, 684-688.
England, pp. 581-585.
Literature, pp. 746-754.
Our Heritage, pp. 123-126.

Study Suggestions

Read Dylan Thomas's A Child's Christmas in Wales and compare it in mood and setting with Truman Capote's A Christmas Memory.

Reading for Enrichment

Fairbrother, Nan. An English Year.
Highet, Gilbert. People, Places, and Books.
Macaulay, Rose. Personal Pleasures.

TELECAST 82 -- THE MODERN PERIOD

The Essay

Understanding

The distinguishing mark of the essay is the individual point of view that is presented artistically.

Content

I. A. P. Herbert

II. G. K. Chesterton

III. Stephen Leacock

IV. Winston Churchill

Recommended Reading (any one of these)

Adventures, pp. 701-711.
England, pp. 651-653, 673-685.
Literature, pp. 738-742.
Our Heritage, pp. 14-16, 104-118.
Prose and Poetry, pp. 559-605.

Study Suggestions

How do these essays compare with those of Addison and Steele in the eighteenth century?

Reading for Enrichment

Archbold, W. A. J. Nineteen Modern Essays.
Jameson, Robert. (ed.). Essays Old and New.
Struther, Jan. A Pocketful of Pebbles.

TELECAST 83 -- READING IMPROVEMENT: GENERAL COMMENTS AND SKIMMING

Understanding

The general purpose of the unit on reading improvement is to help you read with greater understanding and with more efficiency.

Content

I. General comments
   A. Avoidance of lip movements and vocalization
   B. Widening of eye span to take in sense groups
   C. Use of different speeds for different levels of difficulty and for different purposes

II. Skimming
   A. Purposes
      1. Location of specific information
      2. Acquisition of general ideas
      3. Attainment of an overview prior to careful study
   B. Techniques
      1. Notation of titles, subheadings, and boldface type
      2. Identification of topic sentences and key words

Recommended Reading (any one of these)

Building, pp. 113-114.
Guide, pp. 307-308.
Action, pp. 55-58.

Study Suggestions

Skim the preface of your grammar text. Then close the book and jot down the main ideas of what you have just read.

Reading for Enrichment

Orgel, Joseph R. Reading Comprehension.

TELECAST 84 — READING IMPROVEMENT: READING TO REMEMBER

Understanding

The slowest and most painstaking type of reading is done in order to remember the material; in other words, studying.

Content

I. Reading for the main point and main supporting ideas of any book
   - A. General format
     1. Title
     2. Preface
     3. Table of contents
     4. Chapter headings and subheadings
     5. Index
   - B. Identification of topic sentences and key words
   - C. Transitional devices and summarizing sentences and paragraphs

II. Reading of textbooks
   - A. General format (See A. above)
   - B. Paraphrasing
   - C. Outlining

Recommended Reading (any one of these)

Building, pp. 113-114.
Guide, pp. 307-308.
Action, pp. 55-58.

Study Suggestions

Use the techniques suggested in this lesson in reading the literature assignments that follow.

Reading for Enrichment

Orgel, Joseph R. Reading Comprehension.

TELECAST 85 -- READING IMPROVEMENT: VOCABULARY DEVELOPMENT

Understanding

Since we think in word-symbols and receive and transmit ideas by means of language, breadth of vocabulary is a matter of primary importance.

Content

I. Use of context to discover word meaning

II. Use of the dictionary

III. Books on vocabulary development

Recommended Reading (any one of these)

Building, pp. 90-91, 109.
Guide, p. 134.
Grammar, pp. 277-293.
Action, pp. 100-110.

Study Suggestions

Make a list of the words learned in this lesson and their definitions.

Reading for Enrichment

Funk, Wilfred, and Lewis, Norman. Thirty Days to a More Powerful Vocabulary.
Mathews, M. M. Words: How to Know Them, chaps. ix, x.

TELECAST 86 -- THE MODERN PERIOD

The Irish Renaissance

Understanding

A movement began before the turn of the century toward a renewal of Irish culture and literature based on earlier Irish lore and tradition.

Content

I. William Butler Yeats

II. George William Russell (A. E.)

III. Padraic Colum

IV. James Stephens

Recommended Reading (any one of these)

Adventures, pp. 623-627.
England, pp. 522-531.
Literature, pp. 673-674, 690-693.
Our Heritage, pp. 156-160, 174-175.
Prose and Poetry, pp. 456-458, 485-487.

Study Suggestions

What does each of the above authors contribute to the Irish literary movement?

Reading for Enrichment

Colum, Padraic. (ed.). An Anthology of Irish Verse.
Russell, Diarmuid. (ed.). The Portable Irish Reader.
Untermeyer, Louis (ed.). Modern British Poetry.

TELECAST 87 -- THE MODERN PERIOD

Poetry

Understanding

While A. E. Housman was turning out light but perfect verse, Alfred Noyes was giving the English public lively semiheroic verse.

Content

I. A. E. Housman

II. Alfred Noyes

Recommended Reading (any one of these)

Adventures, pp. 620-623, 639-642.
England, pp. 531-534, 574-580.
Literature, pp. 546-549, 616-620.
Our Heritage, pp. 154-155, 172-174.
Prose and Poetry, pp. 452-454, 458-464, 479-480.

Study Suggestions

Compare Noyes' "The Barred Organ" with John Dryden's "Alexander's Feast" for effect of the power of music over human emotion.

Reading for Enrichment

Auden, W. H. (ed.). The Oxford Book of Light Verse.
Yeats, W. B. (ed.). The Oxford Book of Modern Verse.

TELECAST 88 -- THE MODERN PERIOD

Poetry

Understanding

Walter de la Mare was probably the most imaginative English poet at the beginning of the century, while John Masefield was a Romantic writing about the hardships of individuals against a simple language background.

Content

I. Walter de la Mare

II. John Masefield

Recommended Reading (any one of these)

Adventures, pp. 627-629, 636-639.
England, pp. 535-538, 569-574.
Literature, pp. 621-622, 681-686.
Our Heritage, pp. 146-148, 163-166.
Prose and Poetry, pp. 454-456, 464-468.

Study Suggestions

Try to explain De la Mare's "The Listeners" in a consistent narrative that will uncover the mystery of the traveler, the listeners, and the visit. Compare Masefield's "The Will" with Hardy's "The Darkling Thrush."

Reading for Enrichment

Gillis, Adolph and Benet, W. R. (eds.). Poems for Modern Youth.

TELECAST 89 -- READING IMPROVEMENT: VOCABULARY DEVELOPMENT THROUGH PROVERBS, QUOTATIONS, AND ALLUSIONS

Understanding

Some of the difficulty in reading is due not to ignorance of single word meanings, but lack of experience with groups of words like proverbs, quotations, and allusions (references to lines or characters in famous works or history).

Content

I. Proverbs

- A. Ambiguity
- B. Unscientific nature
- C. Puzzling tone

II. Quotations

- A. The Bible
- B. Shakespeare's writings
- C. Famous poems

III. Allusions

- A. Greek and Roman mythology
- B. Famous literary works

IV. Books that help in tracing proverbs, quotations, and allusions

Recommended Reading

There is no section in your texts that deals with this material. Listen to the telecast and take notes.

Study Suggestions

Comment on the following proverbs, quotations, and allusions. What do they mean? Are they ambiguous?

A rolling stone gathers no moss.
The exception that proves the rule.
The good die young.
The lion's share.

Reading for Enrichment

Holt, Alfred H. Phrase and Word Origins: A Study of Familiar Expressions.
Wechsler, Herman J. Gods and Goddesses in Art and Legend.

TELECAST 90 -- GRAMMAR COURSE REVIEW

NOTES

I. Language mechanics

II. Expository writing

III. Speaking and listening

IV. Letters

V. Reading improvement

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